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| **Topic** | **Decisions Made/Who/When** |
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| **Roles and Responsibilities**   * Who will do CI and CO (one or two TCs?) * Who will be the two back up people to TC(s) for checking in and checking out? * How will they be notified if they need to perform that role? | * Kellie DeLapp and Diane Sanderford * Wesley Jarrett (Batts will cover buses for him) * Email or phone call |
| **Location:**   * Where will students check-in in the morning? * Where will students check out in the afternoon? * (Are these locations easily accessible?) * Does the check-out room have a copier? (if not using NCR paper for DPR) | * DeLapp-Science Lab /Sanderford-Computer Lab * Same as above * Yes * No copier available |
| **Targeted Team:**   * Do you have adequate representation on your team? * If not, identify members or qualifications of members that need to be added; who will select and talk to them? * When will your TT meet? | * Yes   N/A  Mondays afterschool 2:50pm (starts Sept. 29th in Batts Office) |
| **Commitments:**   * Concerns regarding continuing to implement universal strategies? * Concerns regarding time commitments? * Concerns regarding financial commitments? | * No * Maybe * Free certificates-Strawbridge, coupons donated, small clipboards for DPR |
| **Name your CI/CO:**   * Select a name for your CI/CO program that is meaningful to your school; DPR card will be named same.   **Note:** avoid using word **behavior** in your CI/CO program. | * **Yellow Jacket TEAM** is the name of our program * DPR’s are called the “Game Plan” |
| **CI/CO Record:**  Considering the decisions made above regarding roles and responsibilities for TC(s):   * Who will do SWIS data entry (if have two TCs)? * Will one person do both CI and CO and Data entry or will these responsibilities be divided between two people? | * Benitez will enter data for AM and PM * Benitez will run reports on Monday morning for Monday TT meeting * Sanderford and DeLapp share CI/CO * DeLapp and Jarrett knowledgeable regarding data entry |
| **CI/CO DPR:**   * Determine if you will be using NCR paper or will you be copying your DPRs on a daily basis? * Use the GCS format to design your CI/CO DPR. * Be sure to personalize with your CI/CO name and the name of your card. * Decide from menu which specific behavioral expectations you will use. **Remember**: can only use max of 3. * Decide how to align these specific behavioral expectations with your SWExp(s). **Remember**: can use 1, 2, or 3 SWExp. * Determine how to divide and name your rating periods. Ex: at ES, will likely divide by content and by lunch and recess. At MS, will likely divide by class periods. * If ES, decide if you will need to use visuals (such as smiley faces0 in addition to points? * If ES, Who will take DPRs to K-1 students in am and who will pick up DPRs from K-1 students in pm (if ES)? * Determine total number of possible points based on number of rating periods and how many specific behavioral expectations you have decided to use. * Set goal at 80%. | * We will use NCR paper * ? * “Game Plan” * Respect, Responsible, Trustworthy   Respectful:  Responsible:  Trustworthy:   * Will need a game plan for K-2 and a game plan for 3-5 to reflect different parts of school day |

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| **CI/CO Reinforcement System:**   * What reinforcers will students receive for checking in responsibly? **Recommended**: SWEnc ticket * What reinforcers will students earn for checking out and for reaching 75% of goal? **Recommended:** snacks, candy, token, something small. * What reinforcers will student receive for checking out and meeting their daily goal of 80%? **Recommended**: daily reward given for reaching 75% plus points on a chart (or similar system) for a long-term reward. * Determine what your chart (for tracking points earned by students reaching 80%) will look like. * Determine how many points (or steps or movements across the chart) will it take to “get” the long-term reward. * Determine what the long-term rewards will be. Consider things that don’t cost like spending time with friends (during school), free time, or lunch with an adult of their choosing (for ES students). * What special motivators/encouragers will you use for students who need extra motivation or who need some special recognition for improvement but who don’t yet qualify for a reinforcer? * How will you ensure that students do not become satiated on the reinforcers you’ve chosen? | * Students will receive a SWE ticket AM and PM for remembering to come * ? * ? |
| **CI/CO Referral Form**   * Discu**ss** what if any changes you will make to each section. **Recommended:** keep each section and the format but can add specifics that are relevant to your school. * Discuss where CI/CO referral forms will be located. * Determine a location for completed referrals to be turned into the TC. |  |
| **New Students**   * List possible students for CI/CO based on your ODR data. * How will you monitor? * Who will talk to the student’s teacher to find out more information on these students if necessary? |  |
| **Student Reinforcement for checking in and out:**   * Decide if CI/CO students SWEnc ticket will be put in the whole school drawing or CI/CO drawing * Outline Procedures |  |
| **Celebratory Reinforcements:**   * Decide on what celebratory reinforcements will be used for students who meet their goals. |  |
| **Fading Students from the Program:**   * What are the criteria for consideration of fading students off of the BEP? * How will the BEP be faded and who will be in charge of helping students fade off of the BEP? * How will graduation from the program be celebrated? * What incentives and supports will be put in place for students who graduate from the program? |  |